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ABSTRACT

The 10 activities in the unit on art careers attempt to provide eighth and ninth grade students with opportunities for acquiring occupational information, to help students discover themselves in relation to art careers, and to explore various clusters of careers. The suggested occupational areas are: architecture, product design, cartooning, interior decoration, letters and posters, special design, fine arts, dress and fabric design, and graphic interior design. The introduction discusses the overview of the course, major objectives and strategies. A few major topics examined in the course are: the purpose and function of a product design; the role of advertising; periods of trial, error and discovery; and success factors. Each lesson investigates an occupational cluster and is organized around goal, performance objective, activities, and outcome measure. A resource list supplements each lesson. Activities involve vocabulary building appropriate to the career, field trips, suggestions for discussion, suggested projects (displays, models, reproductions), media, and occupational research. A list of art-related careers completes the document. (JB)

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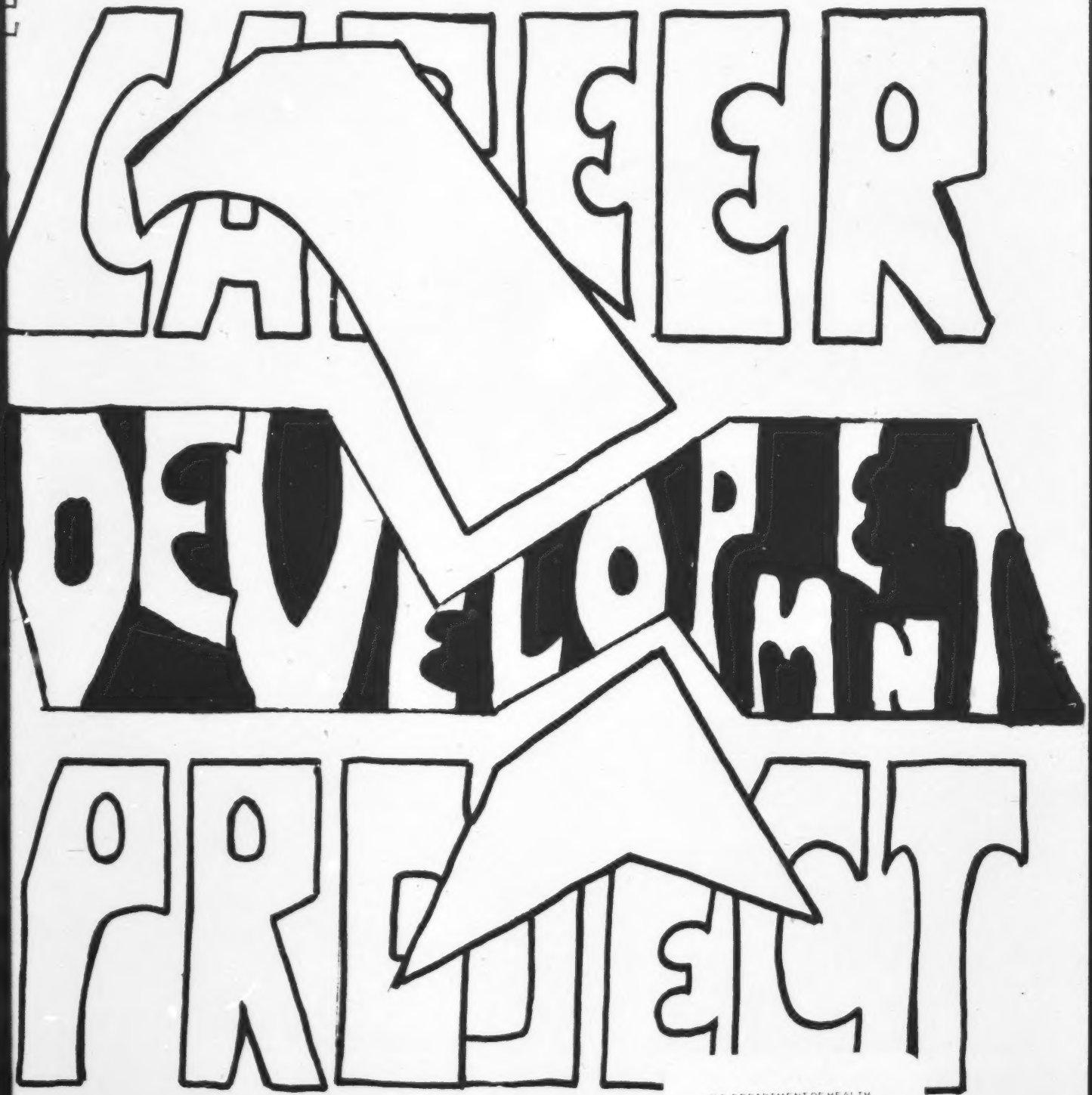
CAREERS IN ART



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TOPIC: C A R E E R S I N A R T

AREA: ART

AUTHORS: LORRAINE GERGECEFF, Teacher
GEOFFREY WHEELER, Student Advisor

PERFORMANCE LEVEL: Secondary Grades 8 - 9

SCHOOL: BRITTANY JUNIOR HIGH SCHOOL
University City, Missouri

DATE: S U M M E R - 1 9 7 2

INTRODUCTION

GOAL: The occupation associated with the art field may be considered a job cluster with which familiarity by the student may provide the basis for an informed career choice.

Level: 8th - 9th grade students

DEVELOPMENTAL OBJECTIVE: To aid the student in becoming a more individualized human being by helping him to discover himself in terms of different careers open in art. He will experience activities that will help him realize the need for openness to the message of art of every age and will help him develop his own appreciative powers. Even if he chooses not to make a "career" the introduction of enjoying art in his "leisure time" will lead to many rewarding experiences.

PERFORMANCE ACTIVITIES: The student will have an opportunity of exploring the various aspects of the art's cluster, the following clusters are suggested.

I. Architecture
II. Product Design
III. Cartooning
IV. Interior Decoration
V. Letters and Posters
VI. Special Designer in "temporary products"

VII. Fine Arts

VIII. Dress Design

IX. Fabric Design

X. Graphic Designer (Interior)

At least three weeks before the course's end, students will be asked to choose one final area in which they will concentrate, e.g. If the student chooses special designer of "temporary products" he would work out a design and follow through in completion of his product in model form.

OUTCOME MEASURE: Student will show knowledge of chosen field and an ability to apply knowledge in given activity choice.

INSTRUCTIONAL AREA: Art

INSTRUCTIONAL UNIT: Careers in Art

GOALS

1. Parents who are interested in helping students become aware of job reality will participate with career classes.
2. After the introduction the student will be asked to make some choices.
   a. He will put into writing his main choice -- how he foresees the role in exploration.
   b. Future probability -- that is to say if he were out of High School, what would he be doing in terms of follow up if he pursued this choice.
   c. Two sub selections in case number one did not meet his needs.
3. One aspect of the art cluster is printing, many applicable jobs offered from which the student can learn.
4. The student will become familiar with contemporary advertising.
5. One aspect of the art cluster is cartooning for magazines, newspapers and selling.
6. Student will become familiar with illustration and media specialists' role in art.
7. One aspect of the art cluster is the many opportunities open in "temporary products" from which the student can learn.

INSTRUCTIONAL AREA: Art

INSTRUCTIONAL UNIT: Careers in Art

INTRODUCTION

For everything (man-made) that you see about you there had to be a person who thought about and designed this. Show samples of candy wrappers, floor tile, wall paper, fabric samples, posters, cartoons, architecture and billboards (some on slides). For the first few days explore the thoughts behind this. Why was it designed? What was the function, the purpose? How much did advertising play in this? Periods of trial, error and discovery. What becomes successful and why?

INSTRUCTIONAL AREA: Art

INSTRUCTIONAL UNIT: Careers in Art

GOAL: One aspect of the art cluster is Architecture with which the student will become familiar.

DEVELOPMENTAL OBJECTIVE: The student will become familiar with the field of architecture and will be able to discuss orally the various aspects of the job potentials in architecture as they relate to him.

PERFORMANCE ACTIVITIES:

1. Discussions of the limitations of architecture
   a. materials used in building - weights and strengths
   b. know something about drafting
   c. huge range of different architectural combinations
   d. getting your ideas down on paper in a two dimensional explanation
2. Terms used in relation to architecture
   a. Geodesic dome, City under a dome, Grand globe -- styles of architecture in a city.
3. Jobs available. One of the few professions that is very stable, always building going on because it is one of the necessities of life
4. Field trip suggestions
   a. one-half day trip: Start Northside, Riverfront -- south, down to Broadway -- Soulard Market (well knit effort to restore) Emphasis on constantly building and rebuilding city while the north and south stay much the same.

b. Tour of county buildings with emphasis on Priory chapel

5. Student projects

a. Find out if parents are members of Auto Club. Have them send out large maps of St. Louis. Work out location of Cathedral, Old Court House, New stadium (south side). Where should the new convention center be located? Northwest Plaza plan.

b. What kind of a domestic situation does the student live in? Where? Regimentation? Why? (Can't keep on with greater masses, not much land, more highways, more cars.) Solutions?

c. Looking at styles. Commerce. Industries. Schools. Do research on an interesting building. Can do a camera essay if he chooses.

OUTCOME MEASURE: Students will be aware of the need for future planning through architecture. Will be able to make summary statements about the field of architecture.

6. Other resources:

a. Bring architect in to talk, perhaps a parent..

b. A.I.A. in Wainwright Building has a speakers' bureau.

c. University City resource people -- Prott -- Ward Building, Station 200.

RESOURCE LIST

AMERICAN SKYLINE

Tunnard and Reed, Mentor, M.D., 175, 1953.

ARCHITECTURE: CITY SENSE

Theo Crosby, Reinhold Pub. Co., 1965.

ELEMENTS OF THE ART OF ARCHITECTURE

Wm. Muscheim, Viking Press, N. Y., 1964.

EXPERIENCING ARCHITECTURE

Steen Eiler Rasmussen, M.I.T. Press, Cambridge, Mass., 1959.

(SHE) HEART OF OUR CITIES

Victor Gruen, Simon and Schuster, 1964.

MAN-MADE AMERICA: CHAOS OR CONTROL?

Tunnard and Pushkorea, Yale University Press, 1963.

MODERN CHURCHES OF THE WORLD

Robert Maguire and Keith Murray, E. P. Dutton Co., Inc., 1965.

MODERN HOUSES OF THE WORLD

Sherban Contacuzino, E. P. Dutton Co., Inc., 1964.

INSTRUCTIONAL AREA: Art

INSTRUCTIONAL UNIT: Careers in Art

GOAL: One aspect of the Art Cluster is Product Design with which the student will become familiar.

DEVELOPMENTAL OBJECTIVE: The student will become familiar with the field of product design and will be able to discuss orally the various aspects of the job potentials in product design as they relate to him.

PERFORMANCE ACTIVITIES:

1. Discussion of the limitations
   a. discussion on colors and designs that attract people
   b. The students will bring a product from home, for example a tube of toothpaste in a box. Take apart the box and re-glue. Before re-gluing, do design while it is flat. Paint tube of toothpaste white and re-design.
   c. The student will set up a design for KUZ, the new tonic for men and create and write the advertisement for this imaginary product.
2. Outcome Measure: Student will show knowledge of the Product Design field and on ability to apply knowledge in given activity choice.
3. Jobs available: advertising
4. Field trip suggestions: Trip to a free lance studio, visit to an advertising agency.
5. Student projects: Student will design containers, labels and/or a trade-mark for a specific product.

RESOURCE PEOPLE

Gardner Advertising

Ralph Hartnagle 444-2369

INSTRUCTIONAL AREA: Art

INSTRUCTIONAL UNIT: Careers in Art

GOAL: One aspect of the art cluster is Cartooning with which the students will become familiar.

DEVELOPMENTAL OBJECTIVE: The student will become familiar with the field of cartooning and will be able to discuss the various aspects of job potentials in cartooning as they relate to him.

PERFORMANCE ACTIVITIES:

1. Discussion of the limitations
   a. marketable work (keep up flow of submitted work in spite of rejection slips)
   b. an accomplished draftsman, hard working -- public does not see the various stages of development before final form goes out
   c. humorist -- one who looks at the absurd
   d. style -- side of life, attitude
2. Using newspapers to clarify the difference between different types of cartoons. "If it's big, hit it."
3. Different types of cartoons found in various magazines -- with words/without words
   a. Sunday supplement
   b. household magazines
   c. student's magazine
   d. men's magazine
4. What type of cartoons are shown on T.V.?
   a. entertainment

b. advertising

c. differences, similarities

5. The student will choose one of the following:

a. Illustrate a product for a magazine in cartoon form.

b. Do cartoon strips from school life and incidents.

c. Political or social comments in one single cartoon (at least three).

d. History of cartooning (paper).

OUTCOME MEASURE:

After exposure to numerous methods of cartooning, student will use old reference materials available in school, home and library to write up a report on the job telling what is done, qualifications needed, and any other important details.

RESOURCE LIST

BOOKS

Taylor, Richard INTRODUCTION TO CARTOONING Watson- Guptill Publications, Inc., N.Y.

Thuler, James THE LAST FLOWER Harper and Bros.

Arno, Peter LADY IN THE SHOWER Simon & Schuster, N.Y.

Dunn, Dan A PORTFOLIO OF SOCIAL CARTOONS Simon & Schuster, N.Y., 1957-1968.

Craven, Thomas (edited by) CARTOON CAVALCADE Simon & Schuster, N.Y.

Mauldin, Bill WHAT'S GOT YOUR BACK UP? Harper & Bros (Eisenhower and Kennedy Advisors)

Short, Robt. L. THE PARABLES OF PEANUTS Harper & Row, Pub.

Kinnaird, Clark RUBE GOLDBERG VS. THE MACHINE AGE Hastings House Publishers, N.Y.

Block, Herb THE HERBLOCK BOOK Beacon Press, Boston

Daniels, Les COMIX: A HISTORY OF COMIC BOOKS IN AMERICA Dutton & Co., N.Y.

Adams, John Paul MILTON CANIFF: REMBRANDT OF THE COMIC STRIP Mc Kay

Centour Studios, Inc. - cartoons
10 South Broadway 421-6485

Field Trip Suggestions: St. Louis Post-Dispatch, St. Louis Globe Democrat. Contact Gardner Advertising to see who in town is doing cartoons. Inquire about possibility of a visitation.

INSTRUCTIONAL AREA: Art

INSTRUCTIONAL UNIT: Careers in Art

GOAL: The student will become familiar with the role of Interior Decoration and design in art.

DEVELOPMENTAL OBJECTIVE: The student will be able to recognize good design and be able to apply the techniques of good interior decoration to a school-based problem.

PERFORMANCE ACTIVITIES:

1. For introduction, go over general types of design.
2. Using magazines as a source, have students bring examples of interior decoration to clarify the differences.
3. Arrange a variety of designs for homes of different styles and periods.
4. Design for avant-garde apartment for young couples.

OUTCOME MEASURE: Student will become familiar with the many styles and will recognize good design and apply it to a given problem.

1. Terms used -- styles of furniture, types of materials, new fabrics and plastics used in the trade today.
2. Jobs available -- department stores, independent free lance work, small furniture stores.
3. Field trip suggestions -- Craig Furniture store, Lammert's Furniture
4. Speakers -- Mr. Jenkins, Craig Furniture 727-5250 (said he has taught interior design)

INTERIOR DESIGN RESOURCE LIST

Mr. Jenkins, Interior Decorator, Craig Furniture 727-5250

will send a copy of Lassalle correspondence course

University of Missouri, Independent Study and Correspondence Division

will send information on its course 889-2174

Florissant Valley Jr. College (Home Economics Department)

will send course outline

INSTRUCTIONAL AREA: Art

INSTRUCTIONAL UNIT: Careers in Art

GOAL: The art business has a variety of jobs available to individuals in Letters and Posters with which the individual will become familiar.

DEVELOPMENTAL OBJECTIVE: The student will become aware of the possibilities open to him in lettering and posters.

PERFORMANCE ACTIVITIES:

1. Lettering -- cut out letters from tissue paper, cardboard, brush on letters or draw around neat and straight. Use polka dots or stripes. Cut out with a razor blade and back with a bright color. Design letters for example that look like butterflies, Half a B-bind butterfly, must say butterflies.
2. The student will use creative or basic Roman numerals in making a poster. Can write a poem. With stick on shelf paper any color, students can trade off. If they don't want to write a poem, students can use a theme of pollution, children's summer camp, senior city or a topic agreed upon by teacher and student.

OUTCOME MEASURE:

Students will be able to make summary statements concerning experience.

INSTRUCTIONAL AREA: Art

INSTRUCTIONAL UNIT: Careers in Art

GOAL: One aspect of the Art cluster is Special Designer in "temporary products."

DEVELOPMENTAL OBJECTIVE: The student will become familiar with careers of the future in "temporary product designer."

PERFORMANCE ACTIVITIES:

1. Make a design for one of the following: a magic carpet that will destroy when you have made your journey, a new kind of "fizzie", hat with propeller, pencils that look like chocolate bars, flowers that squirt water.
2. Invent a temporary product that could be used in the future and design it.
3. From a two-dimensional design on a drawing board, put into practical application by building a three-dimensional model.

OUTCOME MEASURE: The student will show an awareness of the need in the future for a special designers of "temporary products."

INSTRUCTIONAL AREA: Art

INSTRUCTIONAL UNIT: Careers in Art

GOAL: One aspect of the art cluster is training in the field of Fine Art specifically acrylic painting.

DEVELOPMENTAL OBJECTIVE: The student will become familiar with the field of acrylic painting and will be able to discuss the process as well as have practical experience.

PERFORMANCE ACTIVITIES:

1. Student will be able to stretch canvas over frame.
2. Gesso the canvas in preparation for painting.
3. Create a painting using the basic colors plus black and white.
4. Subject matter must be personal to develop individuality in student.

Jobs available: Very few painters are able to support themselves by painting. Most rely upon teaching or other art related fields. However, this introduction can help him enjoy art in his "leisure time" and will lead to many rewarding experiences.

Resource people: There are many painters in the St. Louis area. The St. Louis Artists' Guild has a listing of these people who would be willing to come out and demonstrate.

INSTRUCTIONAL AREA: Art

INSTRUCTIONAL UNIT: Careers in Art

GOAL: One aspect of the art cluster is training in the field of Dress Design from which the student can learn.

DEVELOPMENT OBJECTIVE: The student will become familiar with the field of fashion and will be able to discuss orally the various job potentials in dress design as they relate to him.

PERFORMANCE ACTIVITIES:

1. Discussion of the many opportunities because clothing is a basic need.
2. Terms used in relationship to dress design -- design line, opening, seasonal wear
3. Jobs available. Opportunities extend to teaching, merchandising, shoe design, fashion coordinator and fashion as it relates to T.V.
4. Field trip suggestions. Dress factories, for example Caryle Jr. Fashions, Washington University School of Dress Design
5. Student projects:
   a. Design a key wardrobe for winter, three items.
   b. Where are you going to place the design line?
   c. Where is the opening? Center, side, front, or back. Is it easy to get into?
   d. Swatches should accompany the seasonal line and no more than three colors should be used.

OUTCOME MEASURE: The student will become aware of the characteristics needed to be a designer such as the following: (1) want to work hard, (2) industry orientated and (3) creative.

Resource person: Mrs. Judah -- Head of Washington University School of Dress Design

INSTRUCTIONAL AREA: Art

INSTRUCTIONAL UNIT: Careers in Art

GOAL: The art business has a variety of jobs available to individuals in Fabric Design with which the student will become familiar.

DEVELOPMENTAL OBJECTIVE: The student will become aware of the possibilities open in fabric design.

PERFORMANCE ACTIVITIES:

1. Make a series of at least six designs in color on a 9 x 12 paper.
2. Select one which could be successfully used by a manufacturer to reproduce.
3. Make a grid on manila paper that would be equivalent to three yards of fabric.
4. Consider the exact re-production, eliminating any wasteful areas of reproduction.
5. Use acrylics for painting on sheath lining for exact reproduction of pattern.

OUTCOME MEASURE: The student will become aware of the process, requirements and problems of the manufacturer and the characteristics necessary to be successful.

INSTRUCTIONAL AREA: Art

INSTRUCTIONAL UNIT: Careers in Art

GOAL: The student will become familiar with the role of Graphic Designer as applied to the interior.

DEVELOPMENTAL OBJECTIVE: The student will be able to recognize good design and be able to apply the techniques of good design to a wall or room in the school building.

PERFORMANCE ACTIVITIES:

1. Review all mock-ups for wall designs.
2. Slides showing process from drawing board to wall.
3. Recognize the importance of the surrounding architecture in working with graphic designs. Cite limitations.
4. Assign one wall or room in the school building where students can actualize their mock-ups.

OUTCOME MEASURE:

Student will become familiar with the process of from drawing board to wall and apply it to a given problem.

Field trip suggestions: Washington University School of Architecture

RESOURCE LIST

BOOKS

Wilson, Carol GREEN BOOKS GUMP'S TREASURE TRADE Crowell, 1949.

Lerman, Leo, Leonardo da Vinci, ARTIST AND SCIENTIST Bobbs Merrill.

Rodman, Selden PORTRAIT OF THE ARTIST AS AN AMERICAN BEN SHON
Harper

Adams, John Paul MILTON CANIFF: REMBRANDT OF THE COMIC STRIP
Mc Kay

STAR FOR GINNY Houghton Mifflin

Williams, Beryl FASHION IS OUR BUSINESS Lippencott

PAMPHLETS

National Society of Art Directors
115 East 40th St., New York 16, New York

National Association of Schools of Art
50 Astor Place, New York 3, New York

RELATED CAREERS IN ART

Greeting card illustrator

T.V. cartoons

Wall paper designer

Scientific book illustrator

Preparing drawings for medical research from animal or plant tissue

Occupational therapy

Art director

Art boutique (business)

Book illustrator

Fashion designer

Architect

Museum curator

Printing and publications officer

Teacher

Interior decorator

Toy designer

Fashion designer for T.V.

Shoe designer

Fashion coordinator

Merchandising

Graphic artist as applied to the interior